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ABSTRACT

The following six district skill guides are cross-referenced to the Migrant Student Record Transfer System (MSRTS) Skills Lists: Bakersfield Individualized Process (BIP) Reading and Developmental Skills Continuum for Mathematics, Brigance Diagnostic Inventory of Basic Skills, Brighton Reading and Individualized Skills Continuum (BRISC) Math Curriculum Guide, Houghton Mifflin Reading/Math Series, Programmed for Learning Accordance with Need (PLAN), and Project: Individualized Reading and Mathematics Inter-District (PIRAMID). All six district skill guides are cross-referenced to the specific skill and/or subtopic of the MSRTS skills lists. Guidelines for cross-referencing district skill lists to MSRTS cover advantages and disadvantages of cross-referencing, items needed for the process to be done, members of the cross-referencing team, and general approaches for cross-referencing skills. Overviews of the BIP Reading and Developmental Skills Continuum for Mathematics provide a listing of the components of the reading and mathematics guides, basic steps to implement each one, procedures to diagnose, organizational patterns to implement a diagnostic-prescriptive individualized reading program, and procedures for prescribing instruction. (NQA)

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COLORADO MIGRANT EDUCATION RESOURCE CENTER (CoMERC)

LOCAL DISTRICT TO MSRTS/SIS CROSS-REFERENCING ASSISTANCE

830 SOUTH LINCOLN

LONGMONT, COLORADO 80501

Bakersfield Individualized Process
Brigance Diagnostic Inventory
BRISC & Math (Brighton)
Houghton-Mifflin
PLAN (Ft. Morgan)
PIRAMID

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ROBERT L. MATA,
Sept 80
STAFF DEVELOPMENT CONSULTANT

AC 01 3597

Guidelines for Cross-Referencing District Skill Lists to MSRTS

Effective utilization of the Migrant Student Record Transfer System (MSRTS) Skills Lists during regular and summer migrant programs requires a coordinated effort between district skill guides and MSRTS lists. Such an effort is highly valuable if we intend to truly participate in the national effort of skills transmittal.

Advantages of this process include:

- consistency and accuracy in the identification of skills for every migrant child
- efficient record keeping for both migrant and regular classroom staff
- common communicative capabilities among staff
- effective educational planning between the regular classroom and migrant program
- less "resistance" to using the skills lists by classroom teachers due to integrative achievements
- time efficiency for instructional staff (less hours to record) and records clerk (consistent information)

Disadvantages without utilization of cross-referencing:

- continued "communication loss" between classroom teacher and program staff on skills needed to be learned
- minimal coordination of instructional planning for the student (possible duplication of learning effort)
- inappropriate use of skills lists by instructor
- resistance in using skills lists
- possible lack in transmitting academic information onto MSRTS

In order for this process to be done, you will need the following:

DISTRICT SKILLS	MSRTS
Reading (Series or otherwise)	Reading Skills Lists
Mathematics (Series or otherwise)	Math Skills - Complete list or - Mini-Math lists (K-3,4-6,7-9)
Oral Language (Language Arts)	Oral Language Skills
Early Childhood (if applicable)	Early Childhood Skills

Secure skill lists for the district from your classroom teachers, building principals, or central office person in charge of curriculum. MSRTS skill lists are available from the Migrant Education office.

Ideally, a team should be orgarized from your project area. This team might include:

- migrant instructional staff
- regular instructional staff
- district curriculum specialists(s)
- records clerk

Thus, the team should have at least four members. One person can do this process but you will need to consider these factors:

- time to cross-reference all relevant areas
- expertise in terminology within the content areas
- accessibility to resources (human, materials) for input

For effective efforts, choose team members that have a good background in education and group skills. Consider:

- area(s) of expertise
- understanding of content area terminology
- cooperative skills
- interpretive capabilities
- ability to make decisions through a consensus process
- commitment to quality education

Don't exclude the "vociferous laggards" (people who are likely not only to resist, but to talk about the "evils" of your attempts, negatively affecting others). These people can benefit you by a.) determining objections which are valid and, unfortunately, may become the basis for much "bad mouthing," and b.) de-fusing the negative attitudes before they take hold.

Remember that the team members have plenty of things to do. Look to them as program consultants who are performing a valuable service. Consider as many incentives as possible (both extrinsic and intrinsic rewards).

Once your team is formed, decide upon a meeting time and location that will be removed from as many interruptions as possible for your first and necessary successive meetings. The first meeting should only have interpersonal maintenance as the activity for your agenda. These people may not work closely together on a regular basis. The need is great to have members spend time developing relationships with one another so that a climate of openness, support, and respect can be constructed before they tackle their assignments. Supportive climates don't accidentally happen; they must be planned.

The team will need to prepare on agenda for their second session. The agenda should include:

- date/time/location
- content area to be addressed
- any pre-activities necessary for the session (i.e., gathering materials, supplies, or other resources)

Do not plan a completion date until after your first actual worksession. This will help reduce any anxieties about a deadline that may not be met nor was originally set by the group. The group will properly pace themselves, so don't worry!

General Approaches For Cross-Referencing Skills

A suggested process for cross-referencing your skills (reading, math, oral language, and early childhood) could be:

General Approaches For Cross-Referencing Skills (continued)

A. Identify the skill by area.
   - 3 areas in reading
   - 10 in math
   - 5 in oral language
   - 3 in early childhood

B. Identify the skill by topic.
   - 8 topics in reading
   - 46 in math
   - 9 in oral language
   - 6 in early childhood

C. Identify the skill by subtopic.
   - 46 subtopics in reading
   - 232 in math
   - 33 in oral language

D. Identify the skill by skill.
   - 321 skills in reading
   - 632 in math
   - 77 in oral language
   - 236 in early childhood

Teams have the following possibilities in their cross-referencing process:

1.) Cross-reference your skills to the specific skill (five-digit for reading, five-digit A or B for math, two-letter two-digit for early childhood).

2.) Cross-reference your skills to the specific subtopic (three-digit for reading, three-digit for math,* three-digit for oral language).

* - only when the skill complements the entire subtopic.

Summary

The cross-referencing process is definitely time-consuming, but very valuable once done. Both regular and summer programs will benefit because a comprehensive integration of academic skill information will take place. This communication of integration of information will occur at all levels: building, district, state, and national.

Your success on cross-referencing will greatly depend on the following:

- using key words in content areas to cross-identify skills
- determining what coding needs to be put onto MSRTS (by content area)
- reaching consensus on what the skills are saying

Last, but not least, your efforts will be rewarded by this: the most comprehensive, best-suited individualized program for each migrant child.

R. Mata, 11-80

BAKERSFIELD INDIVIDUALIZED PROCESS

(BIP)

BAKERSFIELD CITY SCHOOL DISTRICT

EDUCATION CENTER

1300 BAKER STREET

BAKERSFIELD, CALIFORNIA 93305

BAKERSFIELD INDIVIDUALIZED PROCESS (BIP)

READING/MATH

LOCAL PROJECT COPY LIST

BIP STUDENT PROFILE: Recommended use is for regular year programs only. Make one(1) copy per child.

BIP SKILLS ASSESSMENT WORKSHEETS (READING): Two (2) copies of the skill level(s) being used by the teacher for the particular class. One copy is for the teacher and one copy is for the aide. Use a plastic coversheet over the worksheets to save local project copying costs.

BIP Reading Director's Clipboard: No additional copying is necessary as all staff have received a handout during the inservice session. Please have available for staff as organizational planning sheets are listed beginning on page 33. This is for reference only.

BIP Book of Objectives (Reading): Recommended that a copy of the four skill areas be made available per teacher/aide. This is so that staff have access to skill area listings grouped together.

BIP Reading Class Profile: One (1) copy per classroom.

BIP Reading Parent's Guide: To be determined by the local project.

BIP MATH Teacher's Handbook: No additional copying necessary; please have available for reference. Staff received handout at inservice.

BIP MathSkills Assessment Inventory: Two (2) copies per step levels to be used in the classroom, one for the teacher and one for the aide. Again, we recommend use of plastic coversheets to reduce copying costs.

BIP Math Student Profile Card: Not recommended for use during summer.

BIP Math Teacher's Guide to Skills Assessment Inventory: One (1) copy per needed step level per teacher.

BIP Math Student Record Card for Skill Assessment Inventory: Recommended. One (1) per student per step level.

BIP Parent's Guide for Math: To be determined by local project.

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BAKERSFIELD INDIVIDUALIZED PROCESS (BIP)

READING

Components of BIP-Reading:

Book of Objectives -

* 154 critical reading skills in sequential order
* ten (10) skill levels (A-J) with approximately 17 skills/level
  - A level contains reading readiness skills
  - J level are enrichment skills to be taught in the upper grades
* skills levels competencies: K-6
* last four sections have skills arranged in sequential order according to the following skill areas: decoding, comprehension, vocabulary, and study skills

Skills Assessment Worksheets

* are criterion referenced instruments
* used for diagnosis, evaluation, and maintenance purposes

Student Profile

* used for recording individual students pre/post assessment information and the basal reading level
* should be available for parent conferences and cumulative skills information

Class Profile

* used to record pre/post assessment data of the total class
* used to analyze class needs for grouping and core instruction
* assists in effective classroom management
* mark (+) if confidence is shown (+ is in red). (-) if child does not know skill (- in blue). Shade over (⚡, red and blue) once confidence is shown on the skill

Prescriptions

* prescriptive file contains prescriptions for each reading skill in the continuim
* includes cross-referencing to commonly used reading texts, a description of prerequisite and developmental skills, teacher directed sample lessons and related practice activities

Teacher's Guide

* contains specific information on how to implement an individualized diagnostic prescriptive reading program in correlation with the basal reading program.

OVERVIEW

1. Organize your class
2. Determine levels of achievement
3. Diagnose skill needs
4. Record
5. Determine skill groups
6. Prescriptive instruction
7. Skill application
8. Management

Definitions of Individualized Instruction

Individualized instruction is a system of instruction which enables each child's continuous learning through the diagnosis of and prescription to his or her changing learning needs.

Diagnosis is a systematic analysis of the child's learning behavior.

Prescription is making the match between what it is the child needs to learn and the ways in which he will learn best and tne variety of materials procedures, and people that will make learning happen.

Individualized instruction is not one-to-one instruction, is not each child working on his own, is not children working in small groups, is not a once-a-year look or sporatic looks at a child's learning needs, is not a laying on of teacher-preferred prescriptions for learning.

Individualized instruction is a system of flexible grouping responsive to the needs of learners, is an analysis initially made and continuously updated, is prescription which is exact to the need diagnosed.

Basic Steps to Implement

(flexible guidelines)

The Kindergarten Child

* place all children in level A
* organize skills assessment cards

First through Sixth Grade Children

* determine reading level of each child using most current G.E. score
* use conversion table to determine paint of entry

G.E. Score	Basal Reader	BIP Level
	R. R.	A
	Pre-Primer/Primer	B
1.0 - 1.9	1	C
2.0 - 2.9	2	D
3.0 - 3.9	3	E-F *
4.0 - 4.9	4	F-G *
5.0 - 5.9	5	H
6.0 - 6.9	6	I
7.0 - 7.9	7	J **

* - BIP F level contains skills appropriate to 3rd and 4th grade Teacher judgement through pupil assessment should determine entry point
** - BIP J level is enrichment for A-F level acquisition students

Procedures to Diagnose

* Administer Skills Assessment Inventories
* Record Results on Student Profile Card and Class Profile
* Non-demonstration of confidence - give individual or group instruction with those having same need
* Demonstration of confidence - give periodic retention activities and continue to diagnose skills within the level

Organizational Patterns to Implement A Diagnostic-Prescriptive Individualized Reading Program

Five basic plans to implement an IRP (Individualized Reading Program) are presented in the Director's handbook beginning on page 32. A separate session is necessary for this process. Should you need assistance, please contact CoMERC.

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DEVELOPMENTAL SKILLS CONTINUUM FOR MATHEMATICS

B.I.P.

Division of Skills Levels

* total of 141 skills (ten skills/level app.)
* Readiness through XIII
  - Readiness emphasizes sensory experience and language acquisition
  - Steps XII & XIII are enrichment skills for advanced learners
* skills levels competencies: K-6
* arranged in sequence to include concrete experiences in numbers and operations, geometry, and measurement

Skills Assessment Inventories

* are criterion referenced instruments
* used for pre-assessment and for evaluation
* recommended that they be administered to small groups (although they are I, G, WC) to save time and to do careful observations of performed behaviors.
* the teacher determines the pace, number, and sequence of skills to be assessed.

The Class Profile

* used to record pre/post assessment information of the whole class
* used to analyze needs in grouping and core instruction
* assists in effective classroom management
* mark (+) if confidence shown (in red), (-) if child does not know skill (in blue). Shade over (~~/~~, red & blue) once mastery is achieved

Student Record Card

* used for recording individual students pre/post assessment information
* has two sections - the top to go with the child through school and the bottom for the child to mark and take home to his/her parents
* should be available for parent conferences and cumulative skills information

Prescriptions

* include cross-referencing skills to basic math textbooks
* include instructional strategies to increase math concepts and attitudes

Teacher's Guide for Math Readiness

* has descriptions of suggested diagnostic activities emphasizing language development and use of manipulatives
* activities are teacher-observed for assessment

OVERVIEW

1. Organize your class
2. Determine levels of achievement
3. Diagnose skill needs
4. Record
5. Determine skill groups
6. Prescriptive instruction
7. Skill application
8. Management

BASIC SKILLS TO IMPLEMENT

(flexible guidelines)

The Kindergarten Child

* place the child in the Readiness Step

First Grade

* place child in Readiness Step moving into Step I as confidence is shown

Second Grade

* place child in Step I moving into Step II as confidence is shown

Third Grade

* place child in Step II moving into Step III as confidence is shown

Fourth to Sixth Grade

* use most recent standardized test score according to the following:

G.E. Score	BIP Entry Level
1.0 - 1.9	Step III
2.0 - 2.9	Step III - IV
3.0 - 3.9	Step IV - V
4.0 - 4.9	Step VI - VII

PROCEDURES TO DIAGNOSE

* Administer Skills Assessment Inventories
* Record Results on Student Profile Card and Class Profile
* Non-demonstration of confidence - give individual or group instruction with those having same need
* Demonstration of confidence - give periodic retention activities and continue to diagnose skills within the level

PROCEDURES FOR PRESCRIBING INSTRUCTION

Planning

* analyze skill from a developmental viewpoint
* review references for the development of the skill
* think through instructional plan in terms of success - oriented steps:
    - introduce at concrete-manipulative level
    - more to representational
    - lastly to abstract
* plan for high student participation
* provide practice activities directly related to skill development
* reinforce as confidence is gained
* provide opportunities for extended applications

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BIP READING TO MSRTS SKILLS LIST

OBJECTIVE	CODE	OBJECTIVE	CODE
A-1	020	C-45	260
A-2	060	C-46	260
A-3	020	C-47	520
A-4	060	C-48	560 760
A-5	040	C-49	240
A-6	060	C-50	220
A-7	080	C-51	060
A-8	540	D-52	240,260
A-9	120	D-53	-
A-10	060	D-54	920
A-11	060	D-55	100
A-12	080	D-56	200
A-13	040	D-57	580
A-14	060	D-58	240
A-15	760	D-59	820
A-16	020	D-60	520
A-17	500	D-61	760
B-18	120	D-62	260
B-19	040	D-63	300
B-20	060	D-64	220
B-21	520	D-65	800
B-22	040	D-66	240 Short 260 long
B-23	020	D-67	100
B-24	060	D-68	180
B-25	060	E-69	300
B-26	560	E-70	920
C-35	540	E-71	620
C-36	500	E-72	200
C-37	760	E-73	540
C-38	560	E-74	460
C-39	540	E-75	860
C-40	520	E-76	920
C-41	220	E-77	140
C-42	-	E-78	720
C-43	160	E-79	380
C-44	240,260	E-80	920

BIP READING TO MSRTS SKILLS LIST

OBJECTIVE	CODE
E-81	360
E-82	920
E-83	220
E-84	820
F-85	400
F-86	920
F-87	280
F-88	760,560
F-89	180
F-90	240,260
F-91	540
F-92	380
F-93	920
F-94	460
F-95	820
F-96	400
F-97	640
F-98	500
F-99	840
G-100	460
G-101	820
G-102	920
G-103	520
G-104	440
G-105	340
G-106	880
G-107	840
G-108	480
G-109	900
G-110	720
G-111	420,360
G-112	900
H-113	380
H-114	760,560
H-115	340
H-116	860
H-117	820
H-118	680
H-119	340
H-120	840
H-121	720
H-122	920
H-123	720
H-124	620
H-125	400
H-126	540
I-127	920
I-128	720
I-129	840
I-130	720
I-131	-
I-132	820
I-133	540
I-134	920
I-135	680
I-136	620
I-137	700
I-138	920
I-139	500
I-140	720
J-141	500
J-142	580
J-143	540
J-144	720
J-145	540
J-146	620
J-147	720
J-148	920
J-149	820
J-150	840
J-151	520, 720
J-152	580
J-153	940
J-154	040

BIP MATH TO MSRTS SKILLS LIST

COLORADO MIGRANT EDUCATION
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STEP. READINESS

Numbers and Operations-
A. 07901
B. 07901
C. 07901
D. -
E. 07901

Geometry-
A. 03101
B. 01301
C. 00401 A
D. 02801

Measurement-
A. 03101
   04001
B. -
C. 03401

STEP: I

Numbers and Operations-
A. 04301 A
B. 07601
   03401
C. 11801
D. 15301
E. 24901

Geometry-
A. 01301 B
B. 01301 A

Measurement-
A. 03401 A Size
   03701 A Weight
B. -
C. 06401

STEP: II

Numbers and Operations-

A. 04902

B. 04903

C. 07002 A

D. 07901 C

E. 11802 Sums

153 Differences

Geometry-

A. 61501

B. 56701

Measurement-

A. 53701 A Identify

53702 A Value

B. -

C. -

STEP: III

Numbers and Operations-

A. 118

B. 153

C. 12401 add.

15601 sub.

D. 082

E. 121 Sum.

153 Difference

Geometry -

A. 567

B. 055

Measurement-

A. 534

B. 52201

STEP: IV

Numbers and Operations-

A. 165 Mult.

B. 12402

C. 079

D. 118 add
15301 sub.

E. 07301

F. 156

Geometry-

A. 56702

B. 564

Measurement

A. 516 day & mo.

B. 45301 A
45901 A

STEP: V

Numbers and Operations-

A. 249

B. 180

C. 091

D. -

E. 273 add.
285 sub.

F. 12104 add.
15304 sub.

Geometry-

A. 052

B. 055

Measurement-

A. 462

B. 52202 A

STEP: VI

Numbers and Operations-

A. 210
   213

B. 082

C. 180

D. 210
   213

E. 137

Geometry-

A. 055

B. 588

Measurement-

A. 453 English
   45901 B Metric

STEP: VII

Numbers and Operations-

A. 07901 C

B. 18304 (10)
   18305 (100)

C. 183
   186

D. 204
   207

E. 073

F. 204

Geometry-

A. 58502

B. 591 Angles

Measurement-

A. 546

B. 477

C. 513

STEP: VIII

Numbers and Operations-

A. 079

B. 183
186

C. 351

D. -

E. 276
288

F. 372-378 add.
384-390 sub.

Geometry-

A. 016

B. 019

Measurement-

A. 519

B. 534

STEP: IX

Numbers and Operations-

A. -

B. 073

C. 360 f d.
363 d f

D. 369 add.
381 sub.

E. -

F. 073

Geometry-

A. 055 3-D
558 quad

B. 585

Measurement-

A. 450
453

B. 531

STEP: X

Numbers and Operations-

A. 194
210

B. -

C. 351

D. 315
264 simplest

E. -

Geometry-

A. 561

B. 585

Measurement

A. 456
459

B. 525 F.
528 C.

STEP: XI

Numbers and Operations-

A. 264 simplest
282 add.

B. 264 simplest
294 sub.

C. 312

D. 393
396

E. 17703

Geometry-

A. 588

B. -

Measurement-

A. 531

B. 45301 A

C. 53402

STEP: XII

Numbers and Operations-

A. 094

B. -

C. 402

D. -

E. 321

Geometry-

A. 594

B. -

C. 591

Measurement-

A. 459 length
531 weight
534 capacity

B. 468
480
486

STEP: XIII

Numbers and Operations-

A. 435

B. 444

C. -

D. 435
438
441

Geometry-

A. -

B. -

C. -

Measurement-

A. 588

B. 513

BRIGANCE DIAGNOSTIC INVENTORY

OF BASIC SKILLS

SAN LUIS VALLEY BOCES

22nd and SAN JUAN

ALAMOSA, COLORADO 81101

BRIGANCE DIAGNOSTIC INVENTORY
OF BASIC SKILLS
CROSS-REFERENCING TO MSRTS/SIS

I. READING READINESS

BRIGANCE	MSRTS/SIS
I-1	01001 A
I-2	04002
I-3	04003
I-4	02003
I-5	PF 29
I-6	PG 22, PG 28, PG 44, PG 42
I-7	08003
I-8	08001
I-9	PF 25
I-10	280 (OL)
I-11	020, 040 (OL)
I-12	140
I-13	280 (OL)
I-14	340 (OL)
I-15	07001 A
I-16	10001
I-17	07001 A
I-18	07001 A
I-19	04003
I-20	04003
I-21	PF 31
I-22	07901 A
I-23	04003
I-24	04003

II. WORD RECOGNITION, ORAL READING COMPREHENSION, WORD ANALYSIS, VOCABULARY

A-1	76001
A-2	76001
A-3	76001

II. WORD RECOGNITION, ORAL READING COMPREHENSION, WORD ANALYSIS, VOCABULARY (Continued)

BRIGANCE	MSRTS/SIS	
A-4	———	
A-5	40001	
A-6	82004	
B-1	——	
B-2	48002	
B-3	86002	
C-1	06004	
C-2	m - 14012	p - 14014
	b - 14001	l - 14011
	h - 14008	t - 14018
	j - 14009	y - 14022
	g - 14007	w - 14020
	r - 14016	z - 14033
	s - 14017	v - 14019
	d - 14004	c (soft) - 14002
	n - 14013	k - 14010
	f - 14005	q - 14015
	c - 14003	
C-3	06003	
C-4	140	
C-5	160	
C-6	240, 260	
C-7	240	
C-8	260	
C-9	180, 200	
C-10	180, 200	
C-11	180, 200	
C-12	ee - 30007	ow (aú) - 30014
	oo (ú) - 30007	ir - 28002
	oi - 30015	oa - 30012
	ue - 30023	ay - 30003
	ai - 30002	ie (ī) - 30011
	ew - 30010	ur - 28006
	ou - 30019	oo (ü) - 30018
	ie (ē) - 30021	oy - 30022
	ea - 30014	aw - 30005
	ow (ō) - 28002	or - 28004

II. WORD RECOGNITION, ORAL READING COMPREHENSION, WORD ANALYSIS, VOCABULARY (Continued)

BRIGANCE	MSRTS/SIS	
C-13	c - 14002	gh - ———
	g - 14006	w - ———
	l - ———	ph - 18007
	t - ———	gh - 18010
	k - ———	dge - ———
	h - ———	tion - 22009
	b - ———	y - 26006
		g - 16006
C-14	220	
C-15	440	
C-16	420	
C-17	420	
C-18	32001	

	A	B	C	D
C-19	32001	300	34007	34008

D-1	840
D-2	50002
D-3	84003
D-4	82003
D-5	82002

III. LANGUAGE ARTS (SPELLING, REFERENCE SKILLS)

A-1	04003	
A-2	04003	
A-3	280 (OL), 88001	
B-1	———	
B-2	700	
B-3	Nouns - 440 (OL)	Adverbs - 520 (OL)
	Pronouns - 460 (OL)	Conjunctions - 560 (OL)
	Verbs - 480 (OL)	Prep's. - 540 (OL)
	Adj's. - 500 (OL)	Interjections - ———
C-1	———	

III. LANGUAGE ARTS (SPELLING, REFERENCE SKILLS) (Continued)

BRIGANCE	MSRTS/SIS	
C-2	m - 14012	c(s) - 14002
	b - 14001	p - 14014
	h - 14008	l - 14011
	j - 14009	t - 14018
	g - 14007	y - 14022
	r - 14016	w - 14020
	s - 14017	z - 14023
	d - 14004	v - 14019
	n - 14013	k - 14010
	f - 14005	q - 14015
	c - 14003	
C-3	sh - 18003	dr - 20005
	wh - 18002	ch - 18001
	th - 18004	fr - 20008
	st - 20019	pr - 20012
	sw - 20020	br - 20002
	gr - 20010	sm - 20016
	sp - 20018	sk - 20014
	fl - 20007	wr - 18008
	gl - 20009	qu - 180
	sl - 20015	spr - 20025
	pl - 20011	thr - 200
	cl - 20003	scr - 20023
	bl - 20001	shr - 200
	tr - 20021	str - 20026
	cr - 20004	spl - 20024
	sc - 20013	squ - 200
C-4	Adds s - 22001	Adds ward - 44423
	Adds ed - 22003	Adds ment - 44018
	Adds ing - 22004	Adds th - 440
	Adds es - 22002	Changes f to v and
	Adds er - 22007	Adds es - 440
	Adds ly - 22005	Adds ion - 440
	Adds ness - 44019	Adds able - 44003
	Adds ful - 44008	Adds al - 44011

III. LANGUAGE ARTS (SPELLING, REFERENCE SKILLS) (Continued)

BRIGANCE	MSRTS/SIS
C-4	Adds y - 44017 Adds ent - 440
	Adds n - 44001 Adds ish - 44015
	Adds en - 44005
C-5	un - 42022 de - 42007
	in - 42013 en - 42010
	dis - 42008 ir - 420
	mis - 42018 inter - 420
	im - 42012 anti - 420
	re - 42020 semi - 420
	pre - 42018 ex - 42011
	co - 420
D-1	92001
D-2	92001 (A,B,C,D,E,F,G,H,I)
D-3	92001
D-4	92001
D-5	92001
D-6	92001
D-7	92002
D-8	900
D-9	90006

IV. MATH

A-1	———
Numbers	
B-1	07001 A
B-2	———
B-3	62401 B
B-4	079
B-5	07001 B
B-6	076
B-7	07002 A
B-8	07002 B
B-9	091
B-10	———
B-11	———
B-12	?4905
B-13	35101, 35102, 35103, 35104

IV. MATH (Continued)

BRIGANCE	MSRTS/SIS
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D-4	552
D-5	52201 A
D-6	———
D-7	———
D-8	———
D-9	52202 A
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D-11	———
D-12	52203
D-13	52203
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D-15	———

IV. MATH (Continued)

BRIGANCE	MSRTS/SIS
D-16	———
D-17	———
D-18	453
D-19	450
D-20	450
D-21	534
D-22	534
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E-8	016, ——, ——, ——

BRIGHTON READING AND INDIVIDUALIZED SKILLS CONTINUUM

(BRISC)

MATH CURRICULUM GUIDE

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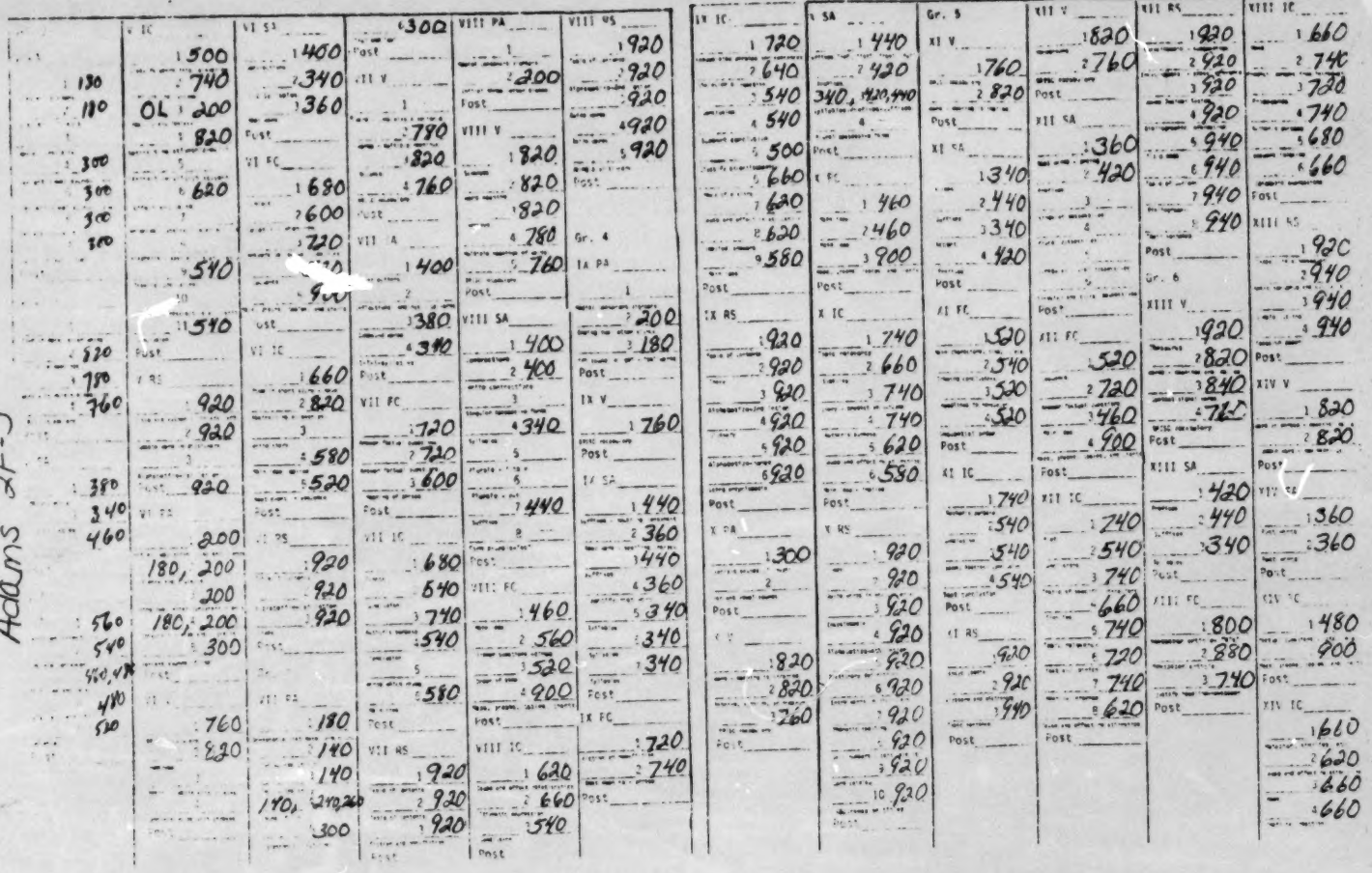

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6 720
7 540
Post
XIV RS
1 940
2 920
3 920
4 940
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Gr. 7
XV V
1 —
2 820
3 820
4 820
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XV SA
1 440
2 440
3 420
4 440
5 360
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XV FC
1 720
2 720
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XV IC
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2 740
3 740
4 720
5 740
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XV RS
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5 940
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Gr. 8
XVI V
1 820
2 780
Post
XVI SA
1 340
2 420
3 440
4 440
Post
XVI FC
1 900
2 900
3 900
4 —
Post

XVI IC
1 720
2 620
3 740
4 740
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XVI RS
1 940
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7 940
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Teachers
Kdg.
1st
2nd
3rd
4th
5th
6th

BASAL READER

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

34

BRISC READING SKILLS

STUDENT

GRADE

I VD
1 040
2 040
Post
I AD
1 060
2 140
3 060
Post
I MS
1 PG34
2 PG45
3 PG41
4 —
5
6 PG 26
7 080
8 080
9 —
10 —
11 —
12 CV30
13 CV30
14 040
15a 24
b CV30
c CV30
d —
e CV3
f —
Post

I V
1 820
2 540 (E)
3 460 (E)
4 080
5 040
Post
I FC
1 060
Post
II VD
1 040
2 040
3 040
4 520
5 040
6 040
7 040
8 100
9 820
10 500
11 001
12 001
Post
II AD
1 140
2 160
3 240
4 320
5 140
6 160
7 160
8 160
Post
II PA
1 140
2 160
3 160
4 060
5 240
6 260
7 240
8 260
9 240
10 260
11 240
12 260
13 240
14 260
15 240
16 260
17 240
18 260
Post
II V
1 760
2 760
3 760
Post

II FC
1 480
2 480
3 480
Post
III AD
1 060
2 060
Post
III PA
1 240
2 240
3 240
4 240
5 —
6 180
7 180
8 180
9 180
10 200
11 200
Post
III V
1 240
2 260
3 760
Post

III FC
1 120
2 —
3 480
4 460
5 480
6 480
7 520
8 520
9 520
Post
III IC
1 600
2 740
3 540
Post
III RS
1 920
2 920
3 920
Post
IV PA
1 —
2 300
3 300
4 280
Post

IV V
1 780
2 820
3 820
4 760
Post
IV SA
CL 1 440
CL 2 440
3 380
Post
IV FC
1 820
2 480
3 720
4 580
5 —
Post
IV IC
1 740
2 340
Post
IV RS
1 100
2 100
3 100
4 100
5 100
Post

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		35 — ROMAN NUMERALS THROUGH XX	55 210, 213 DIVISION: DIVIDEND 4 DIGIT 60 162 MULTIPLY: 3 DIGIT X 4 DIGIT		
05 Fifth Grade ADAMS 27-J	05 639 FINITE—INFINITE	05 08205 C PLACE VALUE — 9 DIGITS 10 55104 B NO. GROUP -5DIGIT 15 0503 B EXPAND. NOT.-5DIGIT 20 — ROUNDING TO NEAREST PLACE 25 079 SEQUENCE NUMBERS TO 9,999 30 094 PRIME OR COMPOSITE NUMBERS 35 094 PRIME FACTORIZATION 40 267 LEAST COMMON MULTIPLE	10 127 ADD.: ANY 2 OR MORE NO.S 15 176 SUBTRACTION: ANY NUMBERS 25 — MULTIPLY: 4 DIGITS X 3 DIGITS 35 — DIVIDE: 5 DIGIT DIVIDEND 3 DIV 50 — ARITHMETIC MEAN (AVERAGE) 55 — DENOMINATE NUMBERS—	05 — FRACTION: EQUIVALENT 20 264 FRACT.: RENAME SIMP. TERMS 25 — FRACTION: EQUIVALENT 30 27602 ADD.: LIKE COMMON FRACT. 35 28801 SUB.: LIKE COMMON FRACT. 45 252 IMPROPER FRACT. TO MIX. NO.S 50 27606 ADD.: MIX. NO.S-LIKE DEN. 55 28806 SUB.: MIX. NO.S-LIKE DEN. 60 279, 282 ADD.: FRACT.-UNLIKE DEN. 65 291, 294 SUB.: FRACT.-UNLIKE DEN. 70 309 MULTIPLY: COMMON FRACTIONS 75 318 DIVISION: COMMON FRACTIONS	
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The front of the Cumulative Individual Reading ord Folder and the two inside pages provide space for recording students' scores e Pre-Assessment, (Post-) Assessment, and/or Reassessment ests for the Houghton Mifflin Reading Series.

For those teachers who use the Tests of Basic Reading Skills instead of, or in addition to, the assessment components, the back of the Cumulative Individual Reading Record Folder provides space for recording those scores. In addition, the back of the folder may be used to record the results of the Survey and Diagnostic Tests for *Getting Ready to Read*, the Phonics Inventory Tests, the Informal Reading Inventory, and the Hollander-Reisman Pupil Placement Tests.

DIRECTIONS

1. Transfer to this folder the Plus (+) or Minus (–) Score for each test. Circle or write in color those scores that are below the Critical Score. Or 2. Enter a plus (+) for each test for which results were at or above the Critical Score. Enter a minus (–) for each test for which results were below the Critical Score.

KEY

D 3 Associating final *p*

- Skill description
- Basic Reading Skill Lesson Number

Major Skill Category: D Decoding, C Comprehension, R Reference and Study Skills.

A: GETTING READY TO READ

Check

Successful completion Date

B: ROCKETS

140 240

	TEST	RETEST
D. 1 Consonant, vowel letter names		
D. 2 Assoc. *w, g, h, c, t, p, r, b, m*	140	
D. 3 Associating final *p*	160	
D. 4 Assoc. *j, d, f, k, l, n, v, s, y*	140	
D. 5 Digraph *ck*	180 05	
D. 6 Phonogram *et*	—	
C. 7 Noting correct sequence	100, 520	
D. 8 Cluster *tr*	200 21	
D. 9 Associating final consonants	160	
D.10 Phonogram *at*	—	
D.11 Cluster *st*	20019	
C.12 Recognizing word referents		
D.13 Digraphs *ch, sh, th, wh*	180	
D.14 Final digraphs *ch, sh, th*	180	
R.15 Classifying	060, 500	
D.16 Phonogram *an*	—	
D.17 Associating initial *z*	140 23	
C.18 Drawing conclusions	540	
D.19 Inflection *s* (plurals)	22001	
D.20 Phonogram *op*	—	
C.21 Noting details	480, 600	
D.22 Cluster *pl*	200 11	

C: SURPRISES

	TEST	RETEST
D. 1 Associating *ay*	30003	
D. 2 Inflection *ing*	22004	
D. 3 Phonogram *ick*	—	
R. 4 Choosing the best title	58002	
D. 5 Cluster *sm*	20016	
D. 6 Inflection *s* (verbs)	22001	
D. 7 Associating *c/s/*	14002, 16002	
C. 8 Noting correct sequence	520	
D. 9 Phonogram *ook*	—	
D.10 Cluster *fl*	20007	
D.11 Associating *y* as vowel	24006, 26007	
D.12 Cluster *sc*	20013	
R.13 Classifying	500	
D.14 Cluster *fr*	20008	
D.15 Phonogram *un*	—	
D.16 Associating vowel plus *w*	300	
C.17 Noting details	480, 600	

D: FOOTPRINTS

	TEST	RETEST
D. 1 Infl. *ing* (double final cons.)	22004	
C. 2 Drawing conclusions	540	
D. 3 Cluster *pr*	20012	
D. 4 Inflection *est*	22010	
D. 5 Phonogram *ack*	—	
D. 6 Inflection *er*	22007	
D. 7 Phonogram *ot*	—	
D. 8 Associating *oo*	30016, 30017	
C. 9 Recognizing adverb referents	520 (ok)	
D.10 Phonogram *ell*	—	
D.11 Inflection *ed*	22003	
D.12 Associating *ai*	30011, 30002	
D.13 Phonogram *in*	—	
R.14 Classifying	500	
D.15 Identifying compound words	380	
D.16 Inflections *s, ed, ing*	220	
D.17 Phonogram *en*	—	
C.18 Noting correct sequence	520	
D.19 Cluster *gr*	20010	
D.20 Associating *ay* and *oi*	30015, 30022	

E: HONEYCOMB

	TEST	RETEST
D. 1 Associating medial and final *x*	160 19	
C. 2 Noting details	600	
D. 3 Phonogram *ake*	—	
D. 4 Cluster *cr*	20004	
D. 5 Clusters *qu* and *squ*	200	
D. 6 Infl. *ed, ing* (drop final *e*)	220	
D. 7 Cluster *nk*	20032	
D. 8 Cluster *br*	20002	
D. 9 Associating *aw*	30005	
D.10 Cluster *thr*	200	
D.11 Assoc. *g/j/, ge/j/,* and *dge/j/*	140, 160, 200	
R.12 Classifying	500	
D.13 Associating *oa*	30012	
D.14 Cluster *sl*	20015	
D.15 Phonogram *ide*	—	
D.16 Associating *ee*	30007	
D.17 Phonogram *ight*	—	
D.18 Phonogram *all*	—	
D.19 Suffix *ly*	44017	
D.20 Suffix *ful*	44008	
C.21 Drawing conclusions	540	
D.22 Phonogram *ame*	—	
C.23 Following directions	560	
D.24 Inflection *es*	22002	
D.25 Cluster *cl*	20003	
C.26 Noting correct sequence	520	
D.27 Phonogram *ock*	—	
D.28 Cluster *sk*	20014	
D.29 Cluster *str*	20026	
R.30 Choosing the best title	58002	
D.31 Phonogram *ad*	—	
C.32 Choosing correct word meanings	520	

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F: CLOVERLEAF

	TEST	RETEST
D. 1 Associating long *a*	26001	
C. 2 Noting correct sequence	520	
D. 3 Associating short *a*	24001	
D. 4 Ending *en*	22011	
D. 5 Cluster *dr*	20005	
C. 6 Drawing conclusions	540	
D. 7 Associating long and short *a*	24001, 26001	
D. 8 Ending *y*	220	
D. 9 Associating long *e*	26003	
D.10 Inflections: Changing *y* to *i*	340	
D.11 Associating short *e*	24003	
D.12 Phonogram *est*	—	
D.13 Common syllable *ness*	44019	
D.14 Associating long and short *e*	24003 26003	
D.15 Associating long *i*	26005	
R.16 Classification	500	
D.17 Associating short *i*	24005	
D.18 Associating *ow*/aw/, *ow*/ow/	300	
C.19 Recognizing word referents	520	
D.20 Associating long and short *i*	24005 26005	
D.21 Associating long *o*	26002	
D.22 Cluster *sn*	20017	
D.23 Associating short *o*	24002	
D.24 Cluster *bl*	20001	
D.25 Common syllable *a*	340	
D.26 Associating long and short *o*	24002 26002	
D.27 Phonogram *old*	—	
C.28 Noting details	600	
D.29 Common syllable *un*	340	
D.30 Associating long *u*	26004	
C.31 Choosing correct word meanings	520	
D.32 Associating short *u*	24004	
C.33 Following directions	560	
D.34 Ident. contractions	400	
R.35 Choosing the best title	58002	
D.36 Cluster *sp*	20018	
D.37 Associating long and short *u*	24004 26004	
D.38 Cluster *spr*	20025	
D.39 Cluster *gl*	20009	

G: SUNBURST

	TEST	POST
D 1 Long and short vowel sounds	240	240
D 2 Common syllable *be*	340	
D 3 Cluster *tw*	20002	
D 4 Phonogram *amp*	—	
C. 5 Choosing correct wd. meanings	820	
C. 6 Punctuation – apostrophe	70008	
D. 7 Associating *au* and *aw*	30004	30005
R. 8 Using alphabetical order	100, 92001	
D. 9 Vowels and vowel sounds	240, 260, 280, 300	
D 10 Phonogram *ump*	—	
C.11 Punctuation – comma of address	70004	
C.12 Drawing conclusions	540	
D.13 Associating *or*	28004	
D.14 Associating *ea*	30006	
C.15 Punct. – comma in a series	70004	
C.16 Choosing correct wd. meanings	820	
D.17 Associating *ar*	28001	
C.18 Noting correct sequence	520	
D.19 Phonogram *oat*	—	
R.20 Using alphabetical order	100, 92001	
D.21 Vowel sounds and syllables	240 - 340	
D.22 Phonogram *ine*	—	
D 23 *ness, ly, ful, a, be, un*	440	
D 24 Inflection *es*; changing *f* to *v*	220	
C. 25 Following directions	560	
D.26 Associating *ie*	30011	
C.27 Noting details	480, 600	
D.28 Phonogram *ash*	—	
D.29 Phonogram *and*	—	
R.30 Classifying	500	
D.31 Cluster *sw*	20020	
D.32 Common syllable *ward*	44423	
D.33 Phonogram *ank*	—	
R.34 Choosing the best title	58002	

H: TAPESTRY

	TEST	POST
D. 1 Common syllable *tion*	44021	
C. 2 Comma of address, apposition	70004	
D. 3 Common syllable *ment*	44018	
C. 4 Punct. – comma in a series	70004	
D. 5 Vowel sounds and syllables	240 - 340	
C. 6 Following directions	560	
D. 7 Common syllable *re*	42020	
D. 8 Associating *ir*	28002	
D. 9 Associating *kn* and *wr*	180	
D.10 Common syllable *ex*	42011	
D.11 Drawing conclusions	540	
D.12 Associating *ur*	28006	
D.13 Associating s/s/, s/z/, s/sh/	140, 160	
D 14 Recognizing base words	360	
D.15 Associating *er*	28005	
R.16 Classifying	500	
C.17 Choosing correct wd. meanings	820	
D.18 Syllable generalization 1	340	
D.19 Recognizing base words	360	
C.20 Noting correct sequence	520	
R.21 Using alphabetical order	100, 92001	
D.22 Associating *ou*	30018, 30019	
D.23 Common syllable *less*	44016	
D.24 Common syllable *al*	44011	
D.25 Ending *ist*	220	
D.26 Common syllable *ture*	440	
C.27 Recognizing word referents	820	
D.28 Common syllable *dis*	42008	
C.29 Noting details	480, 600	
D.30 Ident. compound words	380	
D.31 Syllable generalization 2	340	
R.32 Choosing the best title	58002	

I: WINDCHIMES

	TEST	POST	DELAY
D. 1 Common ending *ance*	44002		
C. 2 Choosing correct wd. meanings	820		
D. 3 Common syllable *mis*	42014		
C. 4 Meaning from special type	500		
D. 5 Words strange only in print	780, 820		
D. 6 Syllabication generalization 1	340		
D. 7 Common syllable *de*	42007		
C. 8 Noting correct sequence	520		
D. 9 Common ending *or*	28004		
C.10 Familiar wd., unfamiliar mean'g	820		
D.11 Syllabication generalization 2	340		
C.12 Context to get word meanings	840		
D.13 Common syllable *pro*	42019		
C.14 Punctuation – commas	70004		
C.15 Noting important details	480, 600		
C.16 Conclusions and outcomes	540		
D.17 Recognizing base words	360		
D.18 Suffixes: ordinal numbers	440		
C.19 Punctuation – quotation marks	70005		
C.20 Following directions	560		
R.21 Using alphabetical order	100, 92001		
R.22 Locating words in a dictionary	92001		
C.23 Dictionary to get wd. meanings	92001		
C.24 Punctuation – apostrophe	70008		
D.25 Common ending *ible*	44003		
C.26 Pronoun & adverb referents	800		
R.27 Choosing the best title	59002		
C.28 Dictionary to get wd. meanings	92001		
D.29 Recognizing base words	360		
C.30 Getting the main idea	460, 580		
D.31 Vowel correspondences	—		
D.32 Using a pronunciation key	—		
R.33 Classifying words	820		
D.34 Common ending *age*	440		
D.35 Common ending *ally*	400		
D.36 Identifying stressed syllables	340		
C.37 Punctuation – !, –, ( ), ..., :	700		
D.38 Unstressed syllables – *schwa*	340		
D.39 Using stress marks	340		
D.40 Pronunciations of homographs	780		
C.41 Idioms and figures of speech	660		
D.42 Dictionary for pronunciations	92001		

J: PASSPORTS

	PRE	POST	DELAY
C/R1 Guide words, word meanings	92001, 8		
D. 2 Common syllable *per*	340		
D. 3 Dictionary for pronunciations	92001		
D. 4 Common syllable *ad*	42002		
D. 5 Recognizing base words	360		
C. 6 Meanings of similes	66003		
D. 7 Common ending *ant*	440		
R. 8 Classifying words	820		
D. 9 Common syllable *pre*	42018		
C.10 Getting the main idea	460, 580		
D.11 Common ending *able*	44003		
D.12 Common ending *ous*	440		
C.13 Following directions	560		
C.14 Meanings of metaphors	66003		
D.15 Common ending *ish*	44015		
D.16 Recognizing base words	360		
C.17 Figures of speech and idioms	660		
D.18 Common syllable *com*	42005		
R.19 Deciding paragraph topics	480, 5		
C.20 Context to get word meanings	840		
D.21 Context for stress	840		
C.22 Noting correct sequence	520		
C.23 Punctuation – commas	70004		
C.24 Familiar wd., unfamiliar mean'g	82		
D.25 Common syllable *en*	44005		
D.26 Common ending *ate*	440		
R.27 Classifying sentences	500		
D.28 Common syllable *in*	42013		
D.29 Pronunciations of homographs	780		
C.30 Visualizing story elements	02003		
C.31 Punctuation – "", !, –, ..., :	700		
D.32 Common ending *ence*	44006		
C.33 Pronoun & adverb referents	803		
C.34 Meanings of compound words	380		
C.35 Noting important details	480, 60		
C.36 Drawing conclusions	540		
C.37 Conclusions and outcomes	540		
D.38 Common ending *ent*	440		
D.39 Recognizing base words	360		
D.40 Common ending *ive*	440		

K: MEDLEY				L: KEYSTONE				M: IMPRESSIONS			
D. 1 Syllabication generalizations	340			D. 1 Syllables to help decode words	340			D. 1 Syllables to help decode words	340		
D 2 Recognizing base words	360			D. 2 Recognizing base words	360			D. 2 Recognizing base words	360		
C. 3 Meaning of multi-meaning word	780			R. 3 Locating words in a dictionary	92001			C. 3 Context to get word meanings	840		
C. 4 Meaning of unfamiliar word	780			C. 4 Dictionary to get word meanings	92001			R. 4 Locating words in a dictionary	92001		
R. 5 Locating words in a dictionary	92001			C. 5 Context to get word meanings	840			R. 5 Using a card catalog	92004		
C. 6 Dictionary to get word meanings	92001			D. 6 Dictionary for pronunciations	92001			C. 6 Dictionary to get word meanings	92001		
C. 7 Meanings of multiple-entry wds.	920			D. 7 Context, dict. key for pron.	92001			D. 7 Dictionary for pronunciations	92001		
R. 8 Using a table of contents	92001			R. 8 Using an index	92001			R. 8 Using an index	92001		
C. 9 Following directions	560			R. 9 Using a table of contents	92001			R. 9 Using a table of contents	92001		
D.10 Dictionary for pronunciations	92001			C.10 Noting important details	480,600			C.10 Noting important details	480,600		
D.11 Context, dict. key for pron.	92001			R.11 Distinguishing fact & opinion	720			R.11 Distinguishing fact & opinion	720		
C.12 Noting important details	480,600			R.12 Evaluating opinions	720			R.12 Evaluating opinions	720		
C.13 Punctuation—apostrophes	70008			D.13 Reading with proper expression	—			R.13 Deciding paragraph topics	480,520		
C.14 Punctuation—comma of address	70004			D 14 Reading with correct stress	—			C. 14 Getting the main idea	460,580		
C.15 Comma in apposition, series	70004			C. 15 Punctuation—commas	70004			C. 15 Punctuation—commas	70004		
C 16 Punct.—comma with appos. *or*	70004			C. 16 Punct.—single, double quotes	70005			C. 16 Punct.—single, double quotes	70005		
R.17 Deciding paragraph topics	480,520			R 17 Deciding paragraph topics	480,520			R.17 Recognizing assumptions	720		
C. 18 Getting the main idea	460,580			C. 18 Getting the main idea	460,580			C. 18 Prefixes to get word meaning	820		
C 19 Punct.—quotes in conversation	70005			C 19 Punctuation—apostrophes	70008			C. 19 Suffixes to get word meaning	820		
C 20 Quotes in convers. & titles	70005			R.20 Using an encyclopedia	92001			R.20 Recognizing vague expressions	660		
Drawing conclusions	540			C.21 Prefixes to get word meaning	820			D.21 Reading with proper expression	—		
C.22 Prefixes to get word meaning	820			C.22 Suffixes to get word meaning	820			D.22 Reading with correct stress	—		
C.23 Suffixes to get word meaning	820			C.23 Meanings of compound words	580			R.23 Using an encyclopedia	92001		
D 24 Reading with proper expression	—			R.24 Locating information quickly	920			R.24 Reading a table	900		
D 25 Reading with correct stress	—			C.25 Meanings of similes	66003			C.25 Meanings of similes, metaphors	660		
D 26 Ident. compound words	380			C.26 Meanings of metaphors	66003			C.26 Meanings of personifications	660		
C.27 Meanings of compound words	380			C.27 Following directions	560			C.27 Following directions	560		
R.28 Using an index	92001			C.28 Sequencing order of events	520			C.28 Sequencing order of events	520		
C.29 Meanings of similes	66003			R.29 Using a card catalog	92004			R.29 Making an outline	94002		
C.30 Meanings of metaphors	66003			C.30 Drawing conclusions	540			C.30 Drawing conclusions	540		
C.31 Sequencing order of events	520			C.31 Cause-effect relationships	620			C.31 Cause-effect relationships	620		
C.32 Cause effect relationships	620			R.32 Making an outline	94002			R.32 Organizing notes, outline form	940		
R 33 Distinguishing fact & opinion	720			C.33 Clue words for sequencing	520			C.33 Clue words for sequencing	520		
C.34 Clue words for sequencing	520			C.34 Meanings of personifications	660			C.34 Pronoun & adverb referents	800		
C.35 Pronoun and adverb referents	800			R.35 Reading a diagram	90004			R.35 Reading a map	900		
R.36 Reading a picture map	900			C.36 Ident. synonyms and antonyms	820			R.36 Reading a diagram	900		
R.37 Reading a diagram	900			C.37 Bases & roots for word meaning	360			C.37 Bases & roots for word meaning	360		
C.38 Ident. synonyms & antonyms	820			C.38 Predicting outcomes	740			C.38 Predicting outcomes	740		
C.39 Predicting outcomes	740			R.39 Recognizing vague expressions	660			R.39 Locating information quickly	920		
R.40 Using an encyclopedia	92001			C.40 Ellipsis, dash, colon, semi	700			C.40 Context for meanings of idioms	660		
R.41 Locating information quickly	920			R.41 Reading a table	900			R.41 Recognizing propaganda	72203		
C.42 Context for meanings of idioms	660			C.42 Pronoun & adverb referents	800			R.42 Recognizing bias	720		
C.43 Ellipsis, dash, colon, semi	700			C.43 Context for meanings of idioms	660			C.43 Analogous relationships	800		
'4 Meaning from special type	500			R.44 Reading a map	90008			R.44 Reading bar graph, pictograph	900		
.5 Making an outline	94002			R.45 Choosing reference aids	92004			R.45 Reading line graph, circle graph	900		
C.46 Visualizing story elements	02003			C.46 Meaning from special type	500			R.46 Choosing reference aids	92004		
R.47 Evaluating author's qualif.	720			C.47 Visualizing story elements	02003			C.47 Ellipsis, dash, colon, semi	700		
				R.48 Evaluating author's qualif.	720			C.48 Visualizing story elements	02003		
								R.49 Evaluating author's qualif.	720		

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Sequential Skills Outline

The Sequential Skills Outline is the foundation of ICSP. Since these are the skills tested, diagnosed, and taught by the program, they form the basis for the development of all the ICSP components. The Sequential Skills Outline indicates the grade level at which each skill is usually taught (T) or reviewed (R), since there are times when it seems desirable to make reference to grade level. Due to the variations from school to school in which different programs teach or review computational skills at a variety of levels, there well may be exceptions to the grade level designations given in ICSP. The designations are done merely as a convenience for the teacher and are not intended to be interpreted as an absolute for grade level placement.

Basic Number Concepts (Strand P1)	1	2	3	4	5	6
1. Write the numbers 1-5. 07001 A	T					
2. Write the number 0. 07001 A	T					
3. Write the numbers 6-10. 07001 A	T	R				
4. Write in order the numbers 10, 20, . . . 90. 07002 A	T	T				
5. Write the numbers 11-20. 07901 B	T	R				
6. Write the numbers 21-99. 07901 B	T	R				
7. Write in order the numbers 100, 200, . . . 900. —		T	R			
8. Write the numbers 100-999. 07901 C		T	R			
9. Group a 2-digit number into tens and ones. 08202 A	T	T	R			
10. Group a 3-digit number into hundreds, tens, and ones. 08203 A		T	T			

Basic Skills: Addition (Strand P2)	1	2	3	4	5	6
1. Add two numbers with sums to 5. 11801	T	R				
2. Add two numbers with sums to 10. 11801	T	R				
3. Add two numbers with sums to 18. 11802	T	T				
4. Add three numbers with sums to 10. —	T	T	R			
5. Add three numbers with sums to 20. —		T	R	R		
6. Add a 2-digit number and a 1-digit number with no regrouping. 12101		T	R	R		
7. Add a 2-digit number and a multiple of ten with no regrouping. 12103	T	T	R	R		
8. Add two 2-digit numbers with no regrouping. 12102	T	T	R	R		
9. Add a 2-digit number and a 1-digit number regrouping ones. 12401		T	T	R		
10. Add two 2-digit numbers regrouping ones. 12402		T	T	R	R	
11. Add two 3-digit numbers with no regrouping. 12104		T	T			

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Basic Skills: Subtraction (Strand P3)	1	2	3	4	5	6
1. Subtract two numbers with sums to 5. 15301	T	R	R	R		
2. Subtract two numbers with sums to 10. 15301	T	R	R	R		
3. Subtract two numbers with sums to 18. 15301	T	R	R	R	R	
4. Subtract a 1-digit number from a 2-digit number with no regrouping. 15302	T	R				
5. Subtract a multiple of ten from a 2-digit number with no regrouping. —	T	R	R			
6. Subtract two 2-digit numbers with no regrouping. 15303	T	R	R			
7. Subtract a 1-digit number from a 2-digit number with regrouping. —			T			
8. Subtract two 2-digit numbers with regrouping. 15602		T	R	R	R	
9. Subtract two 3-digit numbers with no regrouping. 15304		T	R			

Whole Numbers: Addition (Strand 1)	1	2	3	4	5	6
1. Add two numbers with sums to 18. 11802	T	T				
2. Add three numbers with sums to 9 —	T	T	R			
3. Add three 1-digit numbers with sums of 10 or more. —		T	R	R		
4. Add two numbers with no regrouping, using 1- and 2-digit numbers 12101	T	R	R			
5. Add two numbers, regrouping ones, using 1- to 4-digit numbers. 124,127	T	T				
6. Add two numbers, regrouping tens, using 2- to 4-digit numbers. 124,127		T	R			
7. Add two numbers, regrouping ones and tens, using 2- to 4-digit numbers. 124,127		T	R			
8. Add three or more numbers, regrouping ones and tens, using 2- to 4-digit numbers. —		T	R			
9. Add two or more numbers with regrouping, using 4- to 6-digit numbers 12703			T	T		

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Whole Numbers: Subtraction (Strand 2)	1	2	3	4	5	6
1. Subtract two numbers with sums to 9. 15301	T	R				
2. Subtract two numbers with sums to 18 15302	T	T	R			
3. Subtract a 1- to 2-digit number from a 2-digit number with no regrouping 15302, 15303	T	T	R			
4. Subtract a 1- to 3-digit number from a 3-digit number with no regrouping. 15302, 15303, 15304		T	R			
5. Subtract a 1- to 3-digit number from a 2- or 3-digit number, regrouping tens. 15601, 15602			T	R		
6. Subtract a 2- or 3-digit number from a 3-digit number, regrouping hundreds. 156			T	R		
7. Subtract a 3- or 4-digit number from a 4-digit number, regrouping hundreds. 156			T	R		
8. Subtract a 2- or 3-digit number from a 3-digit number, regrouping tens and hundreds. 156			T	R		
9. Subtract a 3- or 4-digit number from a 4-digit number, regrouping tens and hundreds. 156			T	R		
10. Subtract a 4- or 5-digit number from a 5- or 6-digit number, with regrouping. 156				T	R	

Whole Numbers: Multiplication (Strand 3)	1	2	3	4	5	6
1. Multiply two 1-digit numbers 18001		T	T	R		
2. Multiply a 2- or 3-digit number by a 1-digit number with no regrouping 18301, 18303			T	R		
3. Multiply a 2- or 3-digit number by a 1-digit number, regrouping ones 186			T	R		
4. Multiply a 2-digit number by a 1-digit number, regrouping ones and tens 18601			T	R		
5. Multiply a 3- or 4-digit number by a 1-digit number regrouping as necessary 186				T	R	
6. Multiply a 2- to 4-digit number by a 2-digit multiple of 10 186				T		
7. Multiply a 3- or 4-digit number by a 3-digit multiple of 100 186					T	
8. Multiply a 4- or 5-digit number by a 4-digit multiple of 1000 186					T	
9. Multiply two 2-digit numbers 18306				T	T	
10. Multiply a 3- or 4-digit number by a 2-digit number. 183				T	T	
11. Multiply a 3- or 4-digit number by a 2- to 4-digit number 183				T	T	T
12. Multiply a 3- or 4-digit number by a 3-digit number using numbers with one or more zeroes 183					T	R

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Whole Numbers: Division (Strand 4)	1	2	3	4	5	6
1. Divide a 2-digit number by a 1-digit number with a 1-digit number or 10 in the quotient, no remainder. 21001			T	R		
2. Divide a 2-digit number by a 1-digit number with a 2-digit number in the quotient, no remainder. 210			T	T		
3. Divide a 3-digit number by a 1-digit number with no remainder. 210			T	T		
4. Divide a 3- or 4-digit number by a 1-digit number with no remainder. 210			T	T		
5. Divide a 2- to 4-digit number by a 2-digit number with no remainder. 210				T	R	
6. Divide a 1- to 4-digit number by a 1- or 2-digit number with a remainder. 213				T	T	
7. Divide a 3- to 6-digit number by a 2- or 3-digit number with a remainder. 213					T	R
8. Divide a 2- to 4-digit number by a 1- or 2-digit number and write the remainder as a fraction. 33 33 —						T
9. Divide a 2- to 4-digit number by a 1- or 2-digit number and write the answer as a decimal. 399						T

Fractions-Basic Skills (Strand 5)	1	2	3	4	5	6
1. Write a fraction to represent a given part of a basic unit. 24902			T	R	R	
2. Identify that part of a basic unit represented by a given fraction. 24902.			T	T	R	
3. Write a fraction to represent what part a given number of objects is of a total group of objects. 24904			T	R		
4. Identify the objects in a group of objects as represented by a given fraction. 24901			T	T	R	
5. Find the factors of a number. 261					T	R
6. Find the greatest common factor (GCF) of two or more numbers. 270					T	R
7. Change fractions to lowest terms. "264				T	R	R
8. Write the consecutive multiples of a number. 267					T	R
9. Find the least common multiple (LCM) of two or more numbers. 267					T	R
10. Change fractions to higher terms. 264				T	T	R
11. Find the least common denominator (LCD) for two or more fractions. 279					T	R
12. Write two or more fractions with a least common denominator (LCD). 279					T	R
13. Write whole numbers or mixed numbers as improper fractions. 252				T	T	R
14. Write improper fractions as whole numbers or mixed numbers. 252				T	T	R
15. Rename a whole number or a mixed number as an equivalent fraction. —					T	R

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Fractions-Addition (Strand 6A)	1	2	3	4	5	6
1. Add fractions with like denominators. 276				T	T	R
2. Add mixed numbers with like denominators (no regrouping). 276					T	R
3. Add mixed numbers with like denominators (with regrouping). 276					T	R
4. Add fractions with unlike denominators. 279, 282				T	T	R
5. Add mixed numbers with unlike denominators. 279, 282					T	R

Fractions-Subtraction (Strand 6B)	1	2	3	4	5	6
1. Subtract fractions with like denominators. 288				T	T	R
2. Subtract mixed numbers with like denominators (no regrouping). 288					T	R
3. Subtract a fraction or a mixed number from a whole number (with regrouping of whole numbers). —					T	T
4. Subtract mixed numbers with like denominators (with regrouping). 288					T	R
5. Subtract fractions with unlike denominators. 291, 294				T	T	R
6. Subtract mixed numbers with unlike denominators. 291, 294					T	R

Fractions-Multiplication (Strand 7A)	1	2	3	4	5	6
1. Multiply unit fractions. 309					T	T
2. Multiply fractions with numerators greater than one. 309					T	T
3. Multiply a whole number and a fraction. 312					T	T
4. Multiply a mixed number and a fraction. 315					T	T
5. Multiply a mixed number or a whole number by a mixed number. 315					T	T

Fractions-Division (Strand 7B)	1	2	3	4	5	6
1. Divide a whole number by a unit fraction. 324						T
2. Divide a whole number by a fraction. 324						T
3. Divide a fraction by a fraction. 318						T
4. Divide a mixed number by a fraction. 321						T
5. Divide a fraction or a mixed number by a whole number. 321						T
6. Divide a mixed number, a whole number, or a fraction by a mixed number. 327, 324						T

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Decimals (Strand 8)	5	6	7	8
1. Write decimals to thousandths. 351		T	R	
2. Round decimals. 354		T	T	R
3. Write fractions as decimals. 360		T	T	R
4. Write decimals as fractions. 363		T	T	R
5. Write mixed numbers as decimals. 360		T	T	
6. Write decimals as mixed numbers. —		T	T	R
7. Add decimals to thousandths with no regrouping. 369, 372		T	T	R
8. Add decimals to thousandths with regrouping. 375, 378		T	T	R
9. Subtract decimals to thousandths with no regrouping. 381, 384		T	T	R
10. Subtract decimals to thousandths with regrouping. 387, 390		T	T	R
11. Multiply with decimals. 393, 396		T	T	R
12. Divide with decimals. 399, 402		T	T	R

Rates, Ratios, and Proportions (Strand 9)	5	6	7	8
1. Write ratios as fractions.		T	T	R
2. Determine if proportions are true. NONE		T	T	R
3. Solve proportions.			T	T
4. Write equal rates as proportions.		T	T	T
5. Write and solve proportions.			T	T
6. Find unit rates.			T	T

Percents (Strand 10)	5	6	7	8
1. Write fractions as fractions with denominators of 100. 429	T	R		
2. Write decimals or fractions with denominators of 100 as percents 429		T	T	
3. Write decimals to thousandths as percents. 423		T	T	R
4. Write fractions as percents. 429		T	T	R
5. Write mixed numbers as percents. 435		T	T	R
6. Write percents as fractions or mixed numbers. 432		T	T	
7. Write percents as decimals. 426		T	T	R
8. Find a percent of a number 435		T	T	R
9. Find the percent one number is of another number. 438		T	T	R
10. Find a number if a percent of the number is known. 441			T	T

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PROGRAMMED FOR LEARNING ACCORDANCE WITH NEED

(PLAN)

READING AND MATHEMATICS

FORT MORGAN RE-3 SCHOOL DISTRICT

FORT MORGAN, COLORADO 80701

P.L.A.N. TO MSRTS/SIS

LEVEL 1

P.L.A.N.	MSRTS/SIS
2147-3	615,618
2148-3	---
2151-3	660
2152-3	---
2153-3	004
2155-3	624
2156-3	118
2157-3	522
2158-3	153
2160-3	118,153
2161-3	004
2164-3	537
2166-3	100
2167-3	028
2168-3	070
2170-3	118
2171-3	249
2172-3	118,153
2173-3	082
2174-3	040
2175-3	118,153
2176-3	---
2177-3	076
2178-3	453
2180-3	137
2181-3	450
2182-3	082
2184-3	216
2186-3	085
2187-3	---
2188-3	456
2189-3	085
2190-3	121,153
2191-3	043,534
2192-3	079
2195-3	079
2196-3	121,124,153,156
2197-3	079
2198-3	552,555
2199-3	073

P.L.A.N. TO MSRTS/SIS

LEVEL 2

P.L.A.N.	MSRTS/SIS
2245-3	076
2246-3	11802,15301
2247-3	171
2248-3	522
2249-3	606
2250-3	564
2251-3	118,153
2252-3	---
2253-3	180
2254-3	180
2255-3	53702A
2256-3	459,570
2257-3	12703
2258-3	606
2260-3	052
2261-3	216,219
2262-3	180
2263-3	082,085
2264-3	121,124,153,156
2265-3	453
2268-3	222
2270-3	121,(124)
2271-3	079
2273-3	24903
2275-3	459
2276-3	153,(156)
2278-3	567
2280-3	079
2281-3	079
2282-3	121,(124)
2285-3	534
2288-3	153,(156)
2289-3	073
2294-3	552,555

P.L.A.N. TO MSRTS/SIS

LEVEL 3

P.L.A.N.	MSRTS/SIS
2345-3	085
2346-3	(121), 124
2347-3	177
2348-3	522
2350-3	019
2351-3	180
2353-3	153,156
2354-3	216
2356-3	180,183
2357-3	549
2359-3	606
2360-3	124
2361-3	24902
2362-3	594
2363-3	091
2364-3	177
2365-3	079
2366-3	453
2367-3	156
2368-3	18302, 18305
2370-3	234
2371-3	225
2372-3	183,186
2373-3	450
2374-3	—
2375-3	073
2375-3	183, 186
2377-3	103
2379-3	—
2380-2	194
2381-3	127
2382-3	456
2383-3	192
2384-3	180
2385-3	10302
2387-3	588
2388-3	153,156
2389-3	204
2390-3	531
2392-3	—
2393-3	204, 210
2395-3	103
2398-3	534
2399-3	273

P.L.A.N. TO MSRTS/SIS

LEVEL 4

P.L.A.N.	MSRTS/SIS
2400-3	612
2408-3	(019)
2415-3	243
2437-3	234
2441-3	513
2445-3	085
2447-3	124, 126
2448-3	222, 225
2450-3	(330,333,336,339,342)
2451-3	183
2452-3	450,453
2453-3	—
2454-3	90003 (R)
2455-3	183
2456-3	127
2457-3	073
2458-3	588
2459-3	453
2460-3	183,186
2461-3	606
2462-3	264
2463-3	531
2464-3	183,186
2465-3	156
2466-3	—
2467-3	—
2468-3	186
2469-3	—
2470-3	528
2471-3	561
2472-3	—
2473-3	234
2474-3	156
2475-3	567
2476-3	—
2477-3	522
2478-3	16801 B
2479-3	—
2480-3	—
2481-3	—
2482-3	243
2483-3	103
2484-3	210, 213
2485-3	534
2486-3	016,055
2487-3	492,594
2488-3	264
2489-3	210,213
2490-3	276,288

P.L.A.N. TO MSRTS/SIS

LEVEL 4

P.L.A.N.	MSRTS/SIS
2491-3	531
2492-3	—
2493-3	468
2494-3	210,213
2495-3	—
2496-3	279,291
2497-3	477
2498-3	456

P.L.A.N. TO MSRTS/SIS

LEVEL 5

P.L.A.N.	MSRTS/SIS
2544-3	405-417
2545-3	471
2546-3	330-342
2548-3	———
2549-3	369-378
2550-3	———
2551-3	351
2552-3	561,573
2553-3	270
2554-3	———
2555-3	588
2556-3	351
2557-3	591
2558-3	351
2559-3	453
2560-3	186
2561-3	264
2562-3	———
2563-3	213
2565-3	456
2566-3	468
2567-3	———
2568-3	213
2569-3	127
2570-3	127
2571-3	31803
2572'3	480
2473-3	094
2574-3	612
2575-3	486
2576-3	———
2577-3	———
2578-3	279
2580-3	513
2581-3	156
2582-3	585
2583-3	534
2584-3	———
2585-3	———
2586-3	082
2587-3	
2588-3	267
2589-3	276
2591-3	288
2594-3	291
2595-3	381-390
2596-3	309
2598-3	594
2599-3	312

P.L.A.N. TO MSRTS/SIS

LEVEL 6

P.L.A.N.	MSRTS/SIS
2646-3	—
2647-3	444
2648-3	234
2649-3	—
2650-3	426-432
2652-3	—
2654-3	351
2655-3	483
2657-3	441
2658-3	588
2659-3	08805
2660-3	127,156
2661-3	486,489
2662-3	360,363
2664-3	531
2666-3	312,315
2667-3	492
2668-3	213
2669-3	—
2670-3	354
2671-3	558
2672-3	585
2673-3	—
2674-3	306
2675-3	492
2676-3	624
2677-3	513
2678-3	369-390
2679-3	318-327
2680-3	213
2681-3	—
2682-3	39902
2683-3	327
2684-3	—
2687-3	393-396
2688-3	90003 (R)
2689-3	900 (R)
2690-3	—
2691-3	—
2693-3	—
2694-3	591
2695-3	—
2696-3	299,402
2697-3	399,402
2699-3	354

Date (enter school year)

→ as category includes negative numbers, you might want to reconsider

Write

Compare and order —

Addition 097 - 127

Subtraction 130 - 156

Multiplication 159 - 186

Division 189 - 213

082

085

097 — 127

130 - 156

159 - 186

189 - 213

097 - 127

159 - 186

(103?)

NONE

—

—

354

369 - 378

381 - 390

393 - 396

399 - 402

396

—

—

—

429 - 432

423 - 426

435 (441?)

438

44402 A&B (435)

NONE

264

258

360

255 (264?)

273 - 282

285 - 294

297 - 315

318 - 327

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MATHEMATICAL CONCEPTS	1	2
1. PROBLEM SOLVING 2160, 3150, 4170, 5140,		
2. METRIC MEASUREMENT 459		
3. PERIMETER, CIRCUMFERENCE 469		
4. AREA 477, 510 (477 — 510?)		
5. VOLUME 513		
6. SURFACE AREA 504		
7. ANGLE MEASUREMENT 489		(?, 588?)
8. [illegible] 585		
9. PROBABILITY 603-612		
10. [illegible] 603-612		
11. [illegible] 600		

Code: ☑ Exposure
☑ [illegible]
☐ [illegible]

COMMENTS

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PROJECT: INDIVIDUALIZED READING AND MATHEMATICS, INTER-DISTRICT

(PIRAMID)

PIRAMID PROJECT

243 COLUSA AVENUE

YUBA CITY, CALIFORNIA 95991

PIRAMID	SIS
0.001 to 0.021	
0.001	—
0.002	66601
0.003	66001
0.004	66001
0.005	63002A
0.006	64201B
0.007	62701B
0.008	62401A
0.009	62701B
0.010	62401B
0.011	07001A
0.012	07001A
0.013	07001A
0.014	07901B
0.015	08802
0.016	—
0.017	07601A
0.018	05201B
0.019	53401
0.020	53702A
0.021	—
1.022 to 1.050	
1.022	07901A
1.023	08802
1.024	07001B
1.025	—
1.026	09101A
1.027	09101A
1.028	07901B
1.029	07901B
1.030	07901B
1.031	07901B
1.032	—
1.033	07002A
1.034	07301
1.035	56401
1.036	52201A
1.037	51601, 51602
1.038	45001B
1.039	24902
1.040	66601
1.041	13001B, 13701
1.042	13001A, 09701C
1.043	10001
1.044	11801, 15301
1.045	10002
1.046	13701
1.047	10601B
1.048	21601C, 21901C
1.049	21601C
1.050	08801

PIRAMID	SIS
2.051 to 2.071	
2.051	11802, 12101, 15302
2.052	—
2.053	08501A
2.054	08502A, 08201, 08501A
2.055	07901C
2.056	07901C
2.057	07901C
2.058	09701C, 07302B
2.059	52201B
2.060	14701B, 11501B
2.061	—
2.062	10001
2.063	13401
2.064	14101A
2.065	—
2.066	21601A, 21901A
2.067	21601B, 21901B
2.068	21601C, 21901C
2.069	24901
2.070	24901
2.071	11201A
3.072 to 3.099	
3.072	07901C
3.073	07901C
3.074	07001B
3.075	08502B
3.076	08203A
3.077	56701
3.078	—
3.079	—
3.080	12102
3.081	15303
3.082	15601
3.083	17703
3.084	—
3.085	17101A
3.086	—
3.087	16801A
3.088	18601
3.089	18001
3.090	16801A
3.091	12405
3.092	23401A
3.093	—
3.094	—
3.095	—
3.096	62402
3.097	62402
3.098	62401A, 62402
3.099	27601, 27602

PIRAMID	SIS
3.100 to 3.108	
3.100	23101A & B
3.101	—
3.102	—
3.103	—
3.104	47101A
3.105	47101B
3.106	55501A, 55501B
3.107	—
3.108	—
4.109 to 4.138	
4.109	—
4.110	—
4.111	08205B
4.112	—
4.113	—
4.114	10002
4.115	10002
4.116	17703
4.117	10001
4.118	17702
4.119	17701
4.120	18603
4.121	18602
4.122	46802A & B
4.123	48002
4.124	15602, 15603
4.125	204, 207, 210, 213
4.126	—
4.127	—
4.128	—
4.129	23401A
4.130	—
4.131	08204A
4.132	—
4.133	05201A, 05501A
4.134	59101
4.135	09101B
4.136	62401B
4.137	51901A
4.138	450, 456

CoMERC June, 1981

PIRAMID	SIS
5.139 to 5.184	
5.139	15608
5.140	18604
5.141	19801
5.142	—
5.143	—
5.144	—
5.145	—
5.146	—
5.147	—
5.148	—
5.149	—
5.150	—
5.151	09401B
5.152	—
5.153	26401B
5.154	27601
5.155	—
5.156	—
5.157	24301A
5.158	—
5.159	28801
5.160	—
5.161	—
5.162	—
5.163	—
5.164	32401
5.165	36001, 36002
5.166	37502
5.167	38701
5.168	60601, 61201
5.169	60601A
5.170	61201
5.171	34201C
5.172	—
5.173	—
5.174	—
5.175	—
5.176	23401A
5.177	55201B, 55501B, 23401C
5.178	—
5.179	630
5.180	40501C
5.181	666, 669
5.182	27001, 27002
5.183	56101A
5.184	41101C

PIRAMID	SIS
6.185 to 6.209	
6.185	—
6.186	—
6.187	—
6.188	32701
6.189	—
6.190	—
6.191	—
6.192	396
6.193	39903
6.194	—
6.195	—
6.196	—
6.197	41401C
6.198	58802
6.199	—
6.200	47701B
6.201	—
6.202	—
6.203	—
6.204	—
6.205	—
6.206	58501
6.207	—
6.208	—
6.209	—

PIRAMID	SIS

CoMERC June, 1981

PIRAMID	MSRTS
0.001	N.C.
0.002	64201
0.003	N.C.
0.004	N.C.
0.005	N.C.
0.007	N.C
0.008	62401A
0.010	62401B
0.011	07001A
0.012	N.C.
0.013	N.C.
0.014	N.C.
0.015	N.C.
0.016	N.C.
0.017	07601A
0.018	05201B
0.019	53401
0.020	53701A & 53702A
1.021	N.C.
1.022	07901A
1.023	08802
1.024	07001B
1.025	N.C.
1.026	N.C.
1.027	09101A
1.028	07902B
1.029	N.C.
1.030	
1.031	N.C.
1.032	N.C.
1.033	N.C.
1.034	07301
1.035	
1.036	52201A
1.037	51601 & 51602
1.038	45301A
1.039	24902
1.040	N.C.
1.041	13001B, 13701
1.042	13001A, 09701C
1.043	N.C.
1.044	11801, 15301
1.045	N.C.
1.046	13701
1.047	N.C.
1.048	21601A, 21901A
1.049	N.C.
2.050	N.C.
2.051	11802, 12101, 15302
2.052	N.C.
2.053	08501A
2.054	08502A
2.055	N.C.
2.056	N.C.
2.057	N.C.
2.058	N.C.

PIRAMID	MSRTS
2.059	52201B
2.060	11401B, 14701B
2.061	N.C.
2.062	10001
2.063	N.C.
2.064	14101
2.065	N.C.
2.066	21601A, 21901A
2.067	21601B, 21901B
2.068	21601C, 21901C
2.069	N.C.
2.070	24901
2.071	N.C.
3.072	N.C.
3.073	N.C.
3.074	N.C.
3.075	N.C.
3.076	08203A
3.077	N.C.
3.078	N.C.
3.079	N.C.
3.080	12102
3.081	15303
3.082	15601
3.083	17703
3.084	18001
3.085	17101A
3.086	14901A
3.087	15901B
3.088	18301, 18601
3.089	N.C.
3.090	16801A
3.091	12405
3.092	N.C.
3.093	N.C.
3.094	N.C.
3.095	07901C
3.096	N.C.
3.097	08802
3.098	N.C.
3.099	27601 & 27602
3.100	N.C.
3.101	N.C.
3.102	N.C.
3.103	N.C.
3.104	47101A
3.105	47101B
3.106	55501A, 55501B
3.107	N.C.
3.108	N.C.
4.109	N.C.
4.110	N.C.
4.111	08205
4.112	N.C.
4.113	N.C.
4.114	10002

PIRAMID	MSRTS
4.115	N.C.
4.116	N.C.
4.117	N.C.
4.118	N.C.
4.119	N.C.
4.120	18306
4.121	18602
4.122	46802 A & B
4.123	48001, 48002
4.124	15607, 15608, 15604, 15605
4.125	20401, 20701, 21001, 21002, 21003, 21004, 21301, 21302
4.126	19601A, 19401A,B
4.127	N.C.
4.128	N.C.
4.129	N.C.
4.130	12701, 12702 12703
4.131	N.C.
4.132	N.C.
4.133	N.C.
4.134	N.C.
4.135	39101B
4.136	62401B
4.137	N.C.
4.138	53101, 53102
5.139	15606, 15607
5.140	18604, 18605
5.141	N.C.
5.142	N.C.
5.143	N.C.
5.144	N.C.
5.145	N.C.
5.146	N.C.
5.147	N.C.
5.148	N.C.
5.149	21305
5.150	21303
5.151	09401
5.152	N.C.
5.153	26401B
5.154	27301
5.155	27901
5.156	27907
5.157	24301A
5.158	26402A 26403A
5.159	28801
5.160	30601
5.161	N.C.
5.162	NC.
5.163	N.C.
5.164	32402
5.165	35101
5.166	36901, 36902

PIRAMID	MSRTS
5.167	38101, 38104 38401, 38701, 38702
5.168	60601, 61201
5.169	N.C.
5.170	N.C.
5.171	34201 A.,B.,C.,
5.172	N.C.
5.173	N.C
5.174	N.C.
5.175	N.C.
5.176	55201,55501A
5.177	55201B, 55501B
5.178	N.C.
5.179	N.C.
5.180	N.C.
5.181	66301 A.,B, 66302 A, B 66602, 66601
5.182	N.C.
5.183	56101
5.184	N.C.
6.185	N.C.
6.186	N.C.
6.187	18606, 18607
6.188	32701
6.189	N.C.
6.190	N.C.
6.191	N.C.
6.192	35103A
6.193	39903
6.194	42301
6.195	52501, 53101, 53102, 45001A
6.196	N.C.
6.197	N.C.
6,198	58802
6.199	N.C.
6.200	N.C.
6.201	46802
6.202	N.C.
6.203	N.C.
6.204	N.C.
6.205	N.C.
6.206	58501
6.207	N.C.
6.208	N.C.
6.209	N.C.